



Students at Northern Elementary in Scott County work together in a group. Photo by Rick McComb.

Goal 4: Become Responsible Group Members

Academic Expectation

4.1: Students effectively use *interpersonal skills*.

Learning Links: Community Service / Support Groups / City Council / Salesmanship / Clubs / Friends / Mediation / Consensus / PTA/PTO / Teamwork / Compassion / Diplomacy

Elementary Demonstrators	Middle School Demonstrators	High School Demonstrators
		

Demonstrators should be read from bottom to top, but need not be demonstrated sequentially.

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| <ul style="list-style-type: none"> • Seek and demonstrate appropriate resolutions to conflict. • Demonstrate an open mind to differing opinions and viewpoints. • Interpret nonverbal behavior and respond in a non-threatening manner. • Communicate a personal viewpoint verbally or nonverbally in a non-threatening manner. • Listen and take turns speaking. | <ul style="list-style-type: none"> • Practice mediation/facilitation skills to assist with conflict resolution and problem solving. • Evaluate the impact of verbal and nonverbal behavior on others and adjust according to the situation. • Express ideas in a non-confrontational manner. • Demonstrate an open mind to differing opinions and viewpoints. • Listen to others express their views. | <ul style="list-style-type: none"> • Express views in a sensitive, non-confrontational manner and consider views of others. • Use mediation/facilitation skills to assist with conflict resolution and problem solving. • Demonstrate appropriate verbal and nonverbal skills to resolve controversy. |
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Sample Teaching/Assessment Strategies:

Collaborative Process: Cooperative Learning • **Community-Based Instruction:** Mentoring, Networking, Service Learning, Shadowing • **Continuous Progress Assessment:** Conferencing • **Problem Solving:** Debate, Case Studies, Interviews, Role-play • **Technology/Tools:** Games, Puppets, Telecommunications • **Whole Language Approach** • **Writing Process**

These sample strategies offer ideas and are not meant to limit teacher resourcefulness. More strategies are found in the resource section.

Ideas for Incorporating Community Resources:

- Invite a professional mediator to develop a role-playing situation involving conflict resolution. Apply mediation principles to real-life conflicts in your school.
- Observe a local dance or theater presentation. Discuss ways in which nonverbal communication is used in these presentations.
- Interview local police officers to determine how mediation is used in their daily activities.

Core Concept: Interpersonal Skills

Sample Elementary Activities



- Develop and implement a classroom behavior code. PE, P
- Role-play an argument between two classmates and include the intervention of a mediator. Discuss the role of the mediator. Identify alternative solutions to the situation. PE, OE, P
- Role-play different reactions to situations using no words. Determine how actions show feelings. PE, OE, P
- Keep a log of other people's actions that bother you. Generate a list of most frequently listed actions and propose alternative behaviors. PE, P

Sample Middle School Activities



- Watch a television sitcom and analyze the conflict resolution strategies. PE, P
- Observe people at a local shopping center and record the nonverbal behaviors; communicate the effectiveness/ineffectiveness of the behaviors. P
- Choose a historical event. Describe or illustrate how the individuals involved dealt with the situation. Identify how history might have changed if different interpersonal skills had been used. P
- Develop and implement a buddy program for new students enrolling in your school. PE, P

Sample High School Activities



- Develop and distribute a survey about issues encountered by dating couples. Analyze the data collected and publish the results. P
- Role-play characters in a crisis which may have been caused by human judgment (e.g., The Alaskan Oil Spill). Present all sides of the issue to an arbitration team to settle the social and economic responsibilities of the parties. PE, OE, P
- Attend a court session involving a civil suit. Listen and record different viewpoints. Develop a proposal to solve the problem presented. PE, OE, P
- Survey local marriage counselors, police departments, and social workers to determine the leading causes for conflicts in marriages. Research alternatives for preventing and/or resolving these conflicts. Create a discussion group for students in the school considering marriage. Use the information about marriage conflicts in the discussion groups. PE, OE, P

Reflections



Students who develop their skills in dealing with others increase their options in school, in the workplace, in family relationships, and in friendships.

Students who learn to listen, show sensitivity, and exhibit appropriate behavior with others are successful in both formal and informal settings. They become more valued as members of a group and are appreciated for their ability to give constructive feedback, and resolve conflicts in a non-confrontational manner. They also become aware of the effect of their behavior on others and can alter behavior to increase communication.

As students improve their interpersonal skills, they can transfer this knowledge and ability to any aspect of their lives, using the skills to resolve conflicts in a nonviolent manner, or foster communication and harmony in relationships.

Goal 4: Become Responsible Group Members

Academic Expectation

4.2: Students use *productive team membership*.

Learning Links: Committees / Juries / School Board / United Nations / Church Groups / EMS / Clubs / Academic Teams / Support Groups / Sports / Firemen / Quality Circles / Police / Student Council / PTA/PTO

<i>Elementary Demonstrators</i>	<i>Middle School Demonstrators</i>	<i>High School Demonstrators</i>
		

Demonstrators should be read from bottom to top, but need not be demonstrated sequentially.

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| <ul style="list-style-type: none"> • Use effective team skills to complete a group task. • Determine personal strengths as related to a group task. • Explore roles and responsibilities of team members. • Identify skills needed to work effectively in a group. • Share tools and help each other to work cooperatively on a task. | <ul style="list-style-type: none"> • Monitor and assess group progress toward a goal and make appropriate adjustments. • Analyze the effects of beliefs and feelings on group effectiveness and productivity. • Use effective team skills to complete a task. • Assess strengths of group members and decide appropriate roles to accomplish a task. | <ul style="list-style-type: none"> • Use effective team skills to accomplish a variety of tasks. • Monitor and evaluate personal team membership skills and make appropriate adjustments for increased productivity. • Demonstrate skill as a team leader and a group member. |
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Sample Teaching/Assessment Strategies: _____

Collaborative Process: Cooperative Learning, Reciprocal Teaching • **Community-Based Instruction:** Field Studies, Networking • **Continuous Progress Assessment:** Performance Events/Exhibitions • **Problem Solving:** Debate • **Technology/Tools:** Games, Puppets, Videotaping • **Whole Language Approach** • **Writing Process**

These sample strategies offer ideas and are not meant to limit teacher resourcefulness. More strategies are found in the resource section.

Ideas for Incorporating Community Resources: _____

- Visit a hospital in your community or region and observe work teams in action.
- Invite local police officers and firefighters to present information on how they work as team members.
- Visit or conduct research on a business operating in Kentucky that practices team philosophy.

Core Concept: Productive Team Membership

Sample Elementary Activities



- Plan a field study. Assign tasks and responsibilities (e.g., correspondence, budget, transportation). Implement the plan. PE, OE, P
- Form teams to plan and construct a mural depicting a current theme. PE
- Observe others playing a game. Note the personal strengths of the members. OE, P
- Develop an evaluation tool to use in assessing a videotaped group performance. OE, P

Sample Middle School Activities



- Develop and use a rubric to monitor group process skills. PE, OE, P
- Conduct mock trials with 4-6 person juries. Reflect on the roles of individuals to the group task. PE, OE
- Observe a formal meeting. Classify productive and nonproductive group behaviors. Recommend strategies for improved team efficiency. PE, OE
- Form a team to create solutions to problems which are caused by a social issue affecting your school or community. PE, OE

Sample High School Activities



- Shadow a health care team. Evaluate individual contributions to the team effort. PE, P
- Organize a team to plan and implement a community service project. PE
- Develop criteria to evaluate an individual's contributions to a club or team. OE, P
- Form support groups to address issues which impact students in your school. PE

Reflections



Starting with membership in the family and continuing to a number of memberships in adulthood, every individual is a member of a variety of formal or informal groups. Membership frequently occurs simultaneously in several groups as students participate in athletic teams, join church youth groups, take part in a class play, or serve in a community volunteer agency.

Success as a member of any group depends on a person's ability to apply the skills required of a responsible team member. A student must be able to recognize personal strengths and weaknesses and use them to contribute to a balanced group. Successful groups are composed of both leaders and nonleaders who cooperate to achieve group goals and produce a valued product.

It is important for students to develop the ability to approach class projects and requirements as a responsible group member, and monitor and assess group progress. Working as a member of a team increases achievement and self-esteem and can make a critical difference in forming student attitude about school and school success.

Goal 4: Become Responsible Group Members

Academic Expectation

4.3: Students individually demonstrate *consistent, responsive, and caring behavior.*

Learning Links: Peace Corps / Animal Rights / Service Occupations / Charity / Service Learning / UNICEF / Baby-sitters HIV/AIDS/STDs / Blood Drives / Parenting / Police / Hospice / Public Health / Homeless

Elementary Demonstrators	Middle School Demonstrators	High School Demonstrators
<ul style="list-style-type: none"> • Demonstrate concern for and respond to a need of an individual, family, and/or group. • Recognize consequences of actions. • Recognize the strengths and needs of self and others. • Share and help others on a task. 	<ul style="list-style-type: none"> • Find a real-life problem; determine possible solutions and implications; implement a plan. • Use personal strengths to respond to a need. • Assume responsibility for behavior in social situations. 	<ul style="list-style-type: none"> • Find a real-life problem; determine possible solutions and implications; analyze results in terms of its impact. • Demonstrate personal concern and commitment for the welfare of others. • Assume responsibility for behavior in response to environmental and social needs.

Demonstrators should be read from bottom to top, but need not be demonstrated sequentially.

Sample Teaching/Assessment Strategies:

Collaborative Process: Cooperative Learning, Peer Tutoring • **Community-Based Instruction:** Field Studies, Mentoring/ Apprenticeship/Co-op, Service Learning • **Continuous Progress Assessment:** Anecdotal Records • **Problem Solving:** Role-play • **Whole Language Approach** • **Writing Process**

These sample strategies offer ideas and are not meant to limit teacher resourcefulness. More strategies are found in the resource section.

Ideas for Incorporating Community Resources:

- Volunteer time to a community agency (e.g., local animal shelter, homeless shelter, soup kitchen, Salvation Army).
- Invite the director of a service agency to discuss how students could be used to help deliver services.
- Work with a community agency on a project to provide warmth and comfort to the poor and the elderly (e.g., collect winter coats, conduct a drive for donations of heaters).

Core Concept: Consistent, Responsive, and Caring Behavior

Sample Elementary Activities



- Form a “care” committee for sick classmates. PE
- Write/draw a self-portrait showing personal strengths and needs. P
- Make a collage to show people demonstrating caring behaviors. PE
- Adopt a senior citizen. Respond to their needs through correspondence and visits. PE, P

Sample Middle School Activities



- Participate in community service projects (e.g., Habitat for Humanity, animal shelter, Red Cross blood drive). PE
- Compile a database of available community service organizations for families. Distribute the file to local business and public agencies. PE, OE, P
- Initiate a reading partnership with elementary students. PE
- Plan, create, and maintain a bird sanctuary. PE

Sample High School Activities



- Create a crisis response team to address local or national disasters. PE, P
- Develop a school action plan and make a multimedia presentation to the school council. PE, OE, P
- Develop and implement a service learning project which incorporates individual interests and community needs. PE
- Establish a tax preparation service for the community. PE
- Implement an “adopt-a-highway” program. PE

Reflections



When students take risks and are rewarded with support and encouragement from other group members, the overall effectiveness of the group is enhanced. Encouraging students to work together is vital in developing individuals who are concerned with one another. Students begin to consider consequences of their actions and take responsibility for them.

Even though our society pays homage to competitiveness and a single winner of an event, a large measure of our success as a nation is the result of cooperation among individuals who care about each other. Being able to recognize when another person needs help, and then responding to that need is an important part of maintaining an attitude of concern and caring for others. Students who learn to care about each other in school will be more likely to extend that caring all through their lives.

Goal 4: Become Responsible Group Members

Academic Expectation

4.4: Students demonstrate ability to accept the *rights and responsibilities* for self and others.

Learning Links: Voting / Laws / Conflict Resolution / Human Rights / Politics / Contracts / Police / Community Service / Constitution / Treaties / Arbitration / Privacy / Neighborhood Watch

Elementary Demonstrators	Middle School Demonstrators	High School Demonstrators
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Demonstrators should be read from bottom to top, but need not be demonstrated sequentially.

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| <ul style="list-style-type: none"> • Demonstrate the ability to compromise. • Assume responsibility for personal behavior. • Recognize the right to disagree in an appropriate manner. • Recognize and respect individual differences. • Recognize the reasons for rules and laws. • Identify rules and laws in daily life situations. | <ul style="list-style-type: none"> • Demonstrate the ability to negotiate and compromise. • Engage in behaviors which respect the rights of others. • Recognize actions that jeopardize or violate individual rights. • Analyze relationships between rights and responsibilities. • Assume responsibility for personal behavior and analyze its effects on others. | <ul style="list-style-type: none"> • Demonstrate the ability to recognize and respect individual differences; practice mediation; compromise and negotiate. • Exercise the right to disagree appropriately with authority, rules, and regulations. • Analyze relationships between power and authority, rights and responsibilities. |
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Sample Teaching/Assessment Strategies: _____

Collaborative Process: Cooperative Learning, Peer Tutoring • **Community-Based Instruction:** Field Studies, Service Learning, Shadowing • **Continuous Progress Assessment:** Checklist • **Problem Solving:** Case Studies, Debate • **Whole Language Approach** • **Writing Process**

These sample strategies offer ideas and are not meant to limit teacher resourcefulness. More strategies are found in the resource section.

Ideas for Incorporating Community Resources: _____

- Invite a member of the League of Women Voters to discuss the history of voting rights for women, minorities, and Native Americans in the United States.
- Interview an attorney with the American Civil Liberties Union to determine his/her role in the community.
- Meet with a professional negotiator to discuss the various aspects of mediation.

Core Concept: Rights and Responsibilities

Sample Elementary Activities



- Role-play a variety of responses to authority figures. PE
- Debate a controversial issue, break into groups afterward and discuss the appropriateness of your behavior during the debate. PE, OE
- Develop a rule book for personal behavior on the school playground. P
- Develop a musical presentation showing efforts to protect an individual's rights. PE
- Create a poster illustrating a specific law which has implications for your daily life. PE
- Create a comic book where a superhero protects the rights of others. OE, P

Sample Middle School Activities



- Hold trials for historical leaders accused of abusing their power. PE, OE
- Produce a video to explain the school rules. PE, OE
- Plan and implement a peer mediation program. PE, OE
- Log personal interactions that demonstrate respect and disrespect for the rights of others. Form a plan to change the negative interactions to positive. P

Sample High School Activities



- Research times when civil disobedience has caused change. Draw relationships with current issues. OE
- Conduct a survey of eligible voters to determine who is registered and establish a database of the information. Based on an analysis of the results, organize a voter registration drive. PE, OE, P
- Prepare a public service announcement to support participation in jury service. PE, OE, P
- Organize a neighborhood watch. PE

Reflections



Students are often eager to declare their rights but not always as quick to take responsibility for their actions. Learning to function as a responsible member of a group involves taking initiative to see that rights and responsibilities are kept in balance for all members of the group, regardless of mental, gender, racial, physical, cultural, or other differences.

Students must come to consensus about what rights are valued, how they are guarded, and what responsibilities accompany those rights. In coming to the agreement, students must realize that there is give as well as take, and that the success of a group is the responsibility of each member.

As a member who helps to develop the rules by which the group operates and is held responsible for some of the actions of a group, a student has an opportunity to make decisions about authority and participation. One of the components of responsible group membership also entails learning how to disagree with the group and learning how to disagree with or challenge authority in appropriate ways.

Goal 4: Become Responsible Group Members

Academic Expectation

4.5: Students demonstrate an understanding of, appreciation for, and sensitivity to a *multicultural and world view*.

Learning Links: Music / United Nations / Multi-National Corps / Olympics / Free Trade / Spaceship Earth / Customs/ Rituals / Urban/Rural Issues / Historical Perspectives / Immigration/Emigration / Prejudice / Satellite TV / World Court

Elementary Demonstrators 	Middle School Demonstrators 	High School Demonstrators 
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Demonstrators should be read from bottom to top, but need not be demonstrated sequentially.

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| <ul style="list-style-type: none"> • Interact effectively with a variety of people (e.g., gender, ethnic). • Describe cultural similarities, differences, and contributions. • Recognize the uniqueness of individuals and cultures. | <ul style="list-style-type: none"> • Analyze the effects of interdependence on a global society. • Interact effectively with people from different backgrounds. • Analyze cultural similarities, differences, and contributions. | <ul style="list-style-type: none"> • Analyze the influence of diverse cultures and traditions on events (past and/or present). • Interact effectively with people of different cultures and views. • Analyze community and global concerns in terms of multicultural perspectives. |
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Sample Teaching/Assessment Strategies: _____

Community-Based Instruction: Field Studies, Mentoring/Apprenticeship/Co-op, Networking, Service Learning, Shadowing
Continuous Progress Assessment: Conferencing • **Problem Solving:** Case Studies • **Technology/Tools:** Distance Learning, Puppets, Telecommunications • **Whole Language Approach** • **Writing Process**

These sample strategies offer ideas and are not meant to limit teacher resourcefulness. More strategies are found in the resource section.

Ideas for Incorporating Community Resources: _____

- Research and/or invite community persons to discuss different cultures (e.g., different holidays and their unique celebrations, different meals and their significance).
- Survey local businesses for multicultural products.
- Visit different cultural organizations (e.g., churches, community centers, associations).

Core Concept: Multicultural and World View

Sample Elementary Activities



- Develop a collage of your family depicting lifestyle and traditions. Compare with other collages in the class. PE, OE
- Investigate the cultural origins of your favorite holiday food. Prepare the food and explain your findings. PE, OE, P
- Make a presentation which demonstrates a cultural tradition different from your own. PE, OE, P
- Create a book which compares life in your own country to that of another country. Use both word processing and graphic features of the computer in completing the book. PE, OE, P

Sample Middle School Activities



- Choose a regional culture and develop a travel brochure to promote the culture. PE, OE
- Investigate your cultural heritage and create a multimedia presentation. PE, P
- Publish a guide which includes pictures and captions of buildings in your community which represent the influence of different cultures. PE, OE, P
- Design a mural for the school hallway showing the culture of the local area. PE, OE

Sample High School Activities



- Identify various cultures represented in your community and work with them to plan a local "heritage day." PE
- Prepare a multimedia presentation which shows the influence of various cultures on the United States. PE, OE, P
- Volunteer to assist immigrants or non-English speaking people in a variety of activities (e.g., filling out forms, acting as translator). PE
- Prepare a multimedia exhibit which shows local history, people, and culture. PE, OE

Reflections



It is estimated that a young person entering the job market can expect to change jobs at least five times over the span of a career. Most students today will move approximately 10 times, at least once to a location over 500 miles away. Most people will live in a metropolitan area during part of their career. The world has become far too interdependent to accommodate intolerance of those from backgrounds which are different from our own.

Given the mobile nature of the modern world, students must learn to understand and appreciate contributions from other cultures. Students will benefit greatly from a global perspective, a broad view that accepts the subtle and the obvious differences among people. Cultural diversity within a school may include variety in the ethnic, economic, religious, or racial makeup of the student body. Even if there is not great diversity in the student body, it is probable that students will spend part of their life in a culturally diverse group.

This diversity in culture contributes different points of view and perspectives to each situation. Students need to develop an appreciation of diversity, and communicate and interact with persons of different backgrounds. Acknowledging the contributions of diverse cultures and being able to work with members who hold different value systems becomes an essential quality of responsible group membership.

Goal 4: Become Responsible Group Members

Academic Expectation

4.6: Students demonstrate an *open mind to alternative perspectives*.

Learning Links: Journalism / Religions / Customs / Conflict Resolution / Discovery / Democracy / Multimedia / Arts / Political Debate / Second Language / Blindness / Urban/Rural / Respect

<i>Elementary Demonstrators</i>	<i>Middle School Demonstrators</i>	<i>High School Demonstrators</i>
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Demonstrators should be read from bottom to top, but need not be demonstrated sequentially.

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| <ul style="list-style-type: none">• Demonstrate tolerance for differing viewpoints.• Analyze an issue or event from another perspective.• Listen and take turns speaking. | <ul style="list-style-type: none">• Investigate and defend alternative views and perspectives on an issue.• Demonstrate behaviors which show respect for divergent opinions.• Encourage others to expand and develop their ideas. | <ul style="list-style-type: none">• Collaborate to expand and develop ideas.• Analyze factors (e.g., prejudice, age, socioeconomic, culture) which influence perspectives and evaluate the impact.• Express views in a non-confrontational manner. |
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Sample Teaching/Assessment Strategies: _____

Collaborative Process: Cooperative Learning • **Continuous Progress Assessment:** Interviews • **Problem Solving:** Brainstorming, Questioning, Debate, Oral History, Research, Role-play • **Technology/Tools:** Puppets, Video • **Whole Language Approach** • **Writing Process**

These sample strategies offer ideas and are not meant to limit teacher resourcefulness. More strategies are found in the resource section.

Ideas for Incorporating Community Resources: _____

- Organize a discussion panel of individuals from different communities or areas within the community to discuss current events from their viewpoint.
- Invite a reporter to discuss writing a story based on the evidence of several witnesses.
- Meet with a local police officer to discuss the impact of differing perspectives on their work.

Core Concept: open Mind to Alternative Perspectives

Sample Elementary Activities



- Tell the story of Cinderella from the stepmother's perspective. OE, P
- Select an object in the classroom; illustrate or photograph it from three perspectives. Compare the different views. PE, OE, P
- Have three friends look at a picture and give separate descriptions. Compare the descriptions and choose the one which best explains the picture to you. OE
- Select an argument between yourself and a friend or sibling. Identify the varying viewpoints and analyze the argument from both sides. OE, P

Sample Middle School Activities



- Find an illustration, photo, or painting of a historical event. Portray the event from the perspective of a person or object shown. PE, OE, P
- Select musical works from two different cultures or periods which illustrate the same emotion or idea. OE
- Demonstrate to a younger student a variety of ways to define and represent a math problem using manipulatives, examples, or illustrations. PE, OE, P
- Produce a video book on the American Revolution from the viewpoint of the British. PE, OE, P

Sample High School Activities



- Research accounts of the same event from three different sources. Describe how the differences in the accounts could lead to different interpretations. OE, P
- Hold a mock debate about historical controversies with students playing the roles of those involved. PE
- Read the original or a translation of a foreign language newspaper account of a controversial action by the United States. Discuss the issue from both sides and negotiate a compromise. PE, OE, P
- Read Twelve Angry Men. Working in a group, analyze the factors which influence the perspective of each juror. PE, OE

Reflections



At the heart of responsible group membership is an openness to ideas; a willingness to consider alternatives; and a predisposition to view a theory from different perspectives. In the small group process, members investigate an idea, present an opinion, advocate that opinion, and support it with details and evidence. Also, in this group process, conflicts arise and members defend and justify their stands. And, in the settlement of these disputes, students learn tolerance; they learn to compromise; they learn to seek consensus and reunify the group position—all of which require an open mind.

People naturally have biases. They are inclined to particular points of view depending on their values, beliefs, and customs. The purpose of this academic expectation is to make students aware of their personal perspectives while also recognizing that there are other ways to look at things. Once aware of the differences, students can be more open to and tolerant of opposing ideas.

Notes